Dewan's reply.—Government must thank you for the very useful remarks you have made. The question of moral instruction in schools is a question about which there is no end of discussion. It is a very difficult question as you yourself admit. The importance of moral teaching has been emphasised in the instructions issued to Managers. It is difficult to say what ought to constitute moral teaching and to distinguish it from religious teaching and to draw the line between the two. But the importance of moral instruction cannot be too much emphasised. I am not aware of the fact that moral instruction is treated as a compulsory subject in British India and that marks obtained in that subject are counted for a pass.

Member.—Not in the public examination, but in the school examination.

Dewan.—Your suggestions will be referred to the Director of Public Instruction and it will receive careful consideration at the hands of Government.

117. Improvement of the education of the members of the Pratyaksha Raksha Daivasabha, by giving grants to schools and appointing qualified men of the Sabha as teachers.

Mr. Yohannan Yohannan (Member, Nominated) represented that Parayas, Pulayas, Maravas, Kuravas, etc., who had become converts to Christianity should not be treated like other more fortunate Christian brethren. The former classes of people were very backward in point of education, and the Member prayed for the grant of the following concessions to them :—

1. A few pupils who belonged to the above mentioned classes and who had finishd their education in classes IV, V, VI and VII of vernacular schools should be employed in the Registration, Police, Anchal and Forest departments as clerks, constables, peons, guards, etc. In the case of other pupils, necessary help should be granted towards their further studies.

2. Four pupils from each taluk should be selected and given vernacular education at the expense of Government and two pupils in each Division should be given English education.

3. The grant to the teachers of the above-mentioned classes should be slightly more than to the teachers in other Government schools.

4. Full remission of fees should be granted in the case of the above pupils reading in Classes V and above.

5. In the case of schools proposed to be started in the High Range for the benefit of the above classes of people, permission should be granted to fell and utilise the trees such as *Thempavu*, *Venga*, *Maruthi*, etc., standing in the adjoining forests for the construction of school buildings, and to cut the grass growing in them for purposes of thatching.

6. Scholarships should be granted to those reading in English schools and to those in Classes IV and above in vernacular schools.

7. The applications for grants made in the case of the P. R. D. S. School at Mittathumavu in Anikattukara, and of the P. R. D. S. School at Madapalli started and conducted by the Member had not yet been sanctioned, though some other schools under different management had already received the same. He prayed that the grants for his schools be ordered to be disbursed without delay.

Dewan's reply.—Noted.

118. Opening of special schools in each taluk for the education of Jenmies.

Mr. Vasudevar Trivikramar Nambutiri (Member, Jenmi, Kottayam Division) represented that the Nambutiri community was in a deplorable plight in the matter of English education. Their social condition was out of tune with the advancing spirit of the age. That was due to their want of education. Their children were not accustomed to mingle freely with the pupils of other castes. Their customs which had the sanction of ages could not be given up at once. The spirit of conservatism could only be gradually improved ; and liberal education was the

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only means of effectively attaining that object. Many of the ancient schools of Malayala Brahmins had already disappeared and their properties had become merged in the State. He, therefore, prayed that special English schools for Malayala Brahmins should be established in each taluk, and that Vedas and Sastras should be prescribed for optional study in those schools.

Dewan's reply.—The report of the Educational Expenditure Committee has dealt with the point raised by the Member, *viz.*, whether special schools should be opened for particular communities. The question will be considered at the Conference.

119. Grievances of the Tamilians and the improvement of Tamil Education.

Mr. S. Ganapati Pillai (Member, Trading Classes, Trivandrum) referred to the various authorities, historical, linguistic and otherwise, to prove that Tamil had been the prevailing language in this country from time immemorial. Tamil was the early language of the land and Malayalam took its place only in very recent times. The Member did not wish that the old order must be revived and Tamil should be made the language of the State, but he urged upon Government the need for Tamil being given the same or equal consideration as Malayalam. At present, Tamil schools existed only in Tovala, Agastisvaram, Eraniel and Shencottah, and there was no Tamil school at all in any of the other Tamil taluks. That was not fair. The Tamil population in the other taluks would certainly justify the opening of Tamil schools. In the absence of Tamil schools, parents were forced to send their children to Malayalam schools. In the town of Trivandrum, the Tamil population numbered 20,983. There was not even a single Tamil school to serve such a large population. He, therefore, requested that Tamil schools be opened at once in Kalkulam, Vilavankod, Neyyattinkara, Trivandrum, Pattanapuram, Quilon, Devicolam, Peermade and Alleppey, and stated that the number of Tamil schools should be commensurate with the requirements of each locality and that they should be located in places where Tamilians lived in large numbers. Owing to the continued encouragement given to Malayalam schools during the recent years and the cold neglect shown to Tamil by departmental officers whose vernacular was Malayalam, Tamil education did not spread to the required extent. With an Inspectorate sympathetically disposed towards Tamil education, the evil could be remedied. The policy of the department should be to open one or two classes to begin with and then to gradually increase their number in accordance with the demand therefor.

In Agastisvaram, the total number of students attending lower grade vernacular schools was 1,193, of whom Tamil was the mother-tongue of 1,100. For serving the small remainder of 93 non-Tamil students, one Malayalam school had been opened at Suchindram. That was unnecessary and should be converted into a Tamil school. In the Eraniel taluk, one higher grade vernacular school at Eraniel and four lower grade vernacular schools at Vempannur, Midalam, Tiruvitamcode and Nattalam, were Malayalam schools. Whatever might be the reasons for the 4 schools at Eraniel, Vempannur, Midalam and Nattalam, the Mahommedans of Tiruvitamcode would certainly prefer Tamil to Malayalam. The question of converting this Tiruvitamcode school into a Tamil one was a matter which required immediate investigation. Again in the Tovala taluk, the total Malayalam-speaking population was 299. To serve a 15 per cent. of that number which was the ratio of the school-going population, *minus* those attending English schools, there were 4 Malayalam schools which on the very face of it were unnecessary. In Agastisvaram with a Malayalam population of 2,176, and 202 pupils whose mother tongue was not Tamil, there were 8 Malayalam schools. In Shencottah the Malayalam population was 398, for which there were 9 Malayalam schools, and of the total number of 1904 students in all the 18 schools of this taluk, the mother-tongue of 1,900 was Tamil. That was anomalous. The Member also drew the pointed attention of Government to the fact that, while all the private aided schools in the Tamil taluks of Tovala, Agastisvaram and Shencottah were purely Tamil, it was the Government that conducted 4 Malayalam schools in Tovala, 8 in Agastisvaram and 9 in Shencottah. That showed that

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